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ABSTRACT

This teacher's manual is designed to help teachers organize primary level reading instruction according to the particular skill being taught and to integrate lessons from several different sources. Skills are suggested for instruction, and directions and examples are given to aid the teacher in selecting lessons from different reading program materials, such as phonics programs and basal reading programs. Units One through Four contain suggestions for introducing beginning reading skills, including sound blending, picture naming, left-to-right ordering, sight word recognition, oral reading, recall and interpretation, and phonic analysis. Units Five through Seven suggest possible lesson plans for beginning through third grade level readers. Skills discussed in this section include sound blending, letter sounds, sight words, oral reading, phonic relationships, and word meaning. The appendixes contain sample outlines for lessons, guidelines for teachers on organization of the reading program and materials, observation forms for skills lessons, and an observation checklist for use in observing classroom instructional techniques. (MKM)

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ISM

THE INTEGRATED SKILLS METHOD

A Teacher-Oriented Approach
to Reading Instruction
for the Child-Oriented Teacher

adapted for

The Interdependent Learning Model

Ellis Richardson, Ph.D.

1979

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INTRODUCTION

The Integrated Skills Method (ISM) is NOT A NEW READING PROGRAM. It is an APPROACH to reading instruction that is based on eight years of developmental research which inevitably led to the insight that the TEACHER is far more important to successful reading instruction than is the particular reading program used. The aim of the ISM is to lead the teacher to organize all instructional content and activities for reading according to his or her own understanding of the relevance of the particular skills being taught to the guiding objective of assisting children to become effective, independent, and critical readers.

Teachers using the ISM introduce their beginners to reading through a beginning curriculum that they themselves have designed to suit the particular needs and interests of the children and that presents a foundation in fundamental decoding and comprehension skills (described in Units I - IV of this manual). When the children complete this introduction to reading they have learned to read a small, but relevant, sight word vocabulary and have been introduced to skills that are basic to sounding out words through a knowledge of letter sounds. At this point, the teacher begins to select content from one, two, or even three different reading programs and to organize skill lessons that integrate the content and objectives of these programs. Thus, the teacher is presenting skill lessons that he or she has designed and organized. This permits the teacher to more consciously guide each individual child toward effective reading.

The development of the ISM was supported primarily by the New York State Department of Mental Hygiene through its Child Psychiatric Evaluation Research Unit. From its inception, however, the ISM has been profoundly influenced by the work of the late Dr. Lassar Gotkin. Several of the ISM's most important beginning skill relationships were defined by his "Talking Typewriter" project over five years ago. Dr. Gotkin's philosophy of interdependent learning and his broad understanding of the potentials of programmed instruction beyond the programmed text constitute vital aspects of the ISM in its present form.

The present teacher's manual is designed expecially for Follow Through teachers working with the Interdependent Learning Model. It assumes that the DAD Program is being used to supplement a standard basal reader series (an assumption that is not fundamental to the ISM). Furthermore, it assumes that the teacher has a background in a variety of instructional techniques which are basic to the ISM but which are not covered per se in this manual. The Learning Disabilities Laboratory of the Child Psychiatric Evaluation Research Unit is currently engaged in the development and testing of a complete video taped teacher training course in the procedures of the ISM which will include approximately 40 hours of in-serivce training. The reader of this manual who is not an ILM Follow Through teacher is cautioned, therefore, that this manual does not represent a complete statement of the ISM in that it assumes extensive training that is being provided by Follow Through Staff.

The theory and development of the ISM are described more fully in the article, "ISM: A Teacher-Oriented Method of Reading Instruction for the Child-Oriented Teacher," appearing in the May, 1973 issue of the Journal of Learning Disabilities. Copies of this article may be obtained by writing the author.

UNIT I: RESPONSE SKILLS

A Definition of the Response Skills

The first steps in starting beginners on the task of learning how to read involves teaching them to make basic responses that form a basis for future instruction.

There are three important Response Skills:

1. SOUND BLENDING
2. PICTURE NAMING
3. LEFT-TO-RIGHT ORDERING

SOUND BLENDING SKILL. You will say the sound parts of a word and the children will say the word. For example, if you say the sounds /m/, /outh/, the children should say the word "mouth."

This skill will become an important key to sounding out words. It is a difficult skill, so you start practicing it with your children now in the Response Skills Unit, long before they are actually asked to look at a printed word and apply this skill to sounding it out. You can expect your children to master this skill only for four or five words in the Response Skills Unit. In later Units, they will learn to blend more and more words.

PICTURE NAMING SKILL. For Picture Naming, you will teach your beginners to name a set of pictures in a flash card drill.

Your objective is to teach your children to make quick and confident responses. In picture naming the child looks at each picture and says what it is. This is essentially the same behavior as:

> Letter Sound Identification: The child looks at a letter and says its sound.
>
> Sight Word Recognition: The child looks at a word and says it.

So take the opportunity with this simple beginning task to build the beginners' confidence in their ability to perform this important behavior.

LEFT-TO-RIGHT ORDERING. You will teach your beginners to name the pictures in left-to-right order.

In naming pictures in left-to-right order, the children are being prepared to read the words of a sentence in the correct order. Since the children will be getting practice with this skill throughout the Beginning Skills Sequence, you can help them in the Response Skills Unit by pointing out the first picture. Later they will learn to find the starting place on their own.

Selecting Content for Response Skills

A curriculum outline for Response Skills is provided with this manual. As you select content for teaching Response Skills, enter your selections on the outline form.

SOUND BLENDING. Content selected for Sound Blending should be familiar and should be selected from a single category. For example, face parts is a category that includes several familiar words. For example:

/m/, /outh/ = mouth
/l/, /ips/ = lips
/ch/, /eeks/ = cheeks
/t/, /eeth/ = teeth
/n/, /ose/ = nose

You are free to choose any single category you think your children will like, just make sure it includes four or five words that are familiar to your children. Some examples of good categories are: face parts, furniture, clothes, animals. You can use one of these or think up your own.

As you pick the words you will teach, write down the sound parts and the word on the curriculum outline form. Make sure you can say the sounds of each part clearly.

PICTURE NAMING & LEFT-TO-RIGHT ORDERING. Content selected for the pictures should be familiar, motivating, simple, and available.

Familiar. Since the objective of this skill is quick and confident responding, you should select pictures that the children already know. For example, your children may be familiar with a fish, but not an antelope.

Motivating. Select pictures of things that the children like. For example, most children would like a bicycle, but not a cake of soap.

Simple. Simple, one-word objects are what you are after. For example, a rocket is a simple, one-word object, but a picture of children playing on the playground is not.

Available. Select pictures that are readily available. You will need only one copy of each picture for formal lessons, but you will need many more copies for making games and implementing other motivational techniques. If you can draw your own pictures, that's fine. Workbooks can be used and frequently offer numerous pictures of the same object that can be cut out and pasted onto index cards and game materials.

SAMPLE CURRICULUM OUTLINE. An example of a completed Response Skills Curriculum Outline is provided on the next page.

Form: ISM-CO-1

CURRICULUM OUTLINE

RESPONSE SKILLS

Group: II

Sound Blending Category: Body Parts	/l/ . . . /eg/ = /leg/ /b/ . . . /ack/ = /back/ /h/ . . . /ead/ = /head/ /sh/ . . . /oulder/ = /shoulder/ /f/ . . . /oot/ = /foot/

Picture Naming & Left-to-Right Skills	boy	flower
	girl	fish
	bicycle	

SOUND BLENDING:

a. Select a familiar category for sound blending enter your selection in the blank under Category.
Example: Most words in the category "Furniture" are familiar to most of the children.

b. Select five words from the category you have chosen and enter their initial consonant sounds and rhyming elements in the appropriate spaces.

Example: /ch/ . . . /air/ = /chair/

PICTURES: Select five or six motivating, familiar, simple and available (in workbooks, magazines, etc.) pictures and enter their names in the spaces provided.

GROUP: List names of children in the space provided on back of this form.

GROUP
Jane Johnson
Sammy Dietz
Jenifer Dime
Tom White
Bobby Biddle
Sue Barson

Techniques for Teaching Response Skills

To teach the Response Skills you will run formal lessons with small groups of four or five children as well as a variety of motivational techniques. It should not take long to bring your children to mastery of this Unit. Two or three days should suffice with most children. However, BE CAREFUL, with some children it may require several days to build true confidence.

THE THREE STEPS OF A RESPONSE SKILLS LESSON. Formal lessons should not last more than five to seven minutes. All three Response Skills should be presented in the following order:

> Step #1: Sound Blending. Begin each lesson with a brief sound blending drill. Give every child a chance to make several responses, but do not drag out this drill until it becomes boring.
>
> Step #2: Picture Naming. As soon as you have spent a minute or two on Sound Blending, pick up the deck of cards you have prepared for Picture Naming and begin a brief flash card drill. Give each child a chance to name several cards and then proceed directly into the left-to-right drill.
>
> Step #3: Left-to-Right Ordering. Place three cards in a row in front of one of the children and direct him to read them. Be sure to show the children what you mean. In the beginning you can point to each card in order to help the children. As a child finishes naming all three cards in order, pick them up and place three more in front of another child. Continue this procedure two or three minutes giving each child two or three chances to do it.

That's the end of the lesson. Be careful that you do not let these lessons run too long. Five to seven minutes should be a maximum.

GAMES. You know several games that should be appropriate for reinforcing the Picture Naming Skill. Some examples are Concentration, Bingo, and Lotto. Set up at least two games for Picture Naming. Later they can be modified for Unit II: Beginning Reading.

OTHER TECHNIQUES. You know several other procedures to support Response Skills. Put Pictures in prominent places around the room. Use sound blending of names when you do roll call. ALWAYS USE ANYTHING AND EVERYTHING THAT WILL HELP YOU GET ACROSS YOUR CURRICULUM OBJECTIVES!!

UNIT II: BEGINNING READING I

A Definition of the Beginning Reading Skills

Although this unit is devoted to teaching a small beginning reading vocabulary, its real objective is to establish a powerful set of Beginning Reading Skills:

SIGHT WORD RECOGNITION

ORAL READING OF SENTENCES

COMPREHENSION: SIMPLE RECALL

COMPREHENSION: INTERPRETATION

While these are being learned, you will continue to teach Sound Blending by introducing new content, preparing the children for Unit III: Beginning Phonics, when they will begin applying this skill to sound out words.

SIGHT WORD RECOGNITION. This skill is an extension of the Picture Naming skill. You will teach your beginners to look at a printed word and say what it is (i.e., read it).

ORAL READING. Building from the Unit I Left-to-Right Ordering Skill, you will teach your children to read the ordered words of a sentence.

COMPREHENSION: SIMPLE RECALL. You will teach your beginners to answer questions that show they recall what they have just read. For example,

The child reads, "Johnny likes cookies."

You ask, "Who likes cookies?" or "What does it say you like?"

These are Simple Recall questions.

COMPREHENSION: INTERPRETATION. Comprehension involves more than Simple Recall. You must teach your beginners to relate to what they are reading by asking Interpretive questions.

After asking the Simple Recall question in the above example, you might ask, "Is that true? Do you really like cookies, Johnny?" You might go on to ask, "What kind of cookies do you like best?"

You will teach your beginners to interpret what they are reading in terms of their own experience by asking Interpretive questions. Interpretive questions should form the basis for stimulating discussions of what is being read.

Form: ISM-CO-2

CURRICULUM OUTLINE

BEGINNING READING: I

Group: _____

SOUND BLENDING	
Category: Animals	/l/ . . . /ion/ = /lion/ /t/ . . . /iger/ = /tiger/ /b/ . . . /ird/ = /bird/ /t/ . . . /urkey/ = /turkey/ /r/ . . . /abbit/ = /rabbit/
Category: Colors	/r/ . . . /ed/ = /red/ /bl/ . . . /ue/ = /blue/ /gr/ . . . /een/ = /green/ /y/ . . . /ellow/ = /yellow/ /bl/ . . . /ack/ = /black/

Sight Words	NOUNS	VERBS
	① candy ③ cookies ⑤ hamburgers	② likes ④ eats

SOUND BLENDING: Select two new categories for Sound Blending and complete outline according to instructions given for Response Skills.

SIGHT WORDS: Select three nouns and two verbs that will combine with the children's names to make familiar, motivating and simple sentences. Example: Jane likes candy. Write a few of these sentences in the space provided on the back of this form.

GROUP
Jane J.
Sammy D.
Jenifer D.
Tom White
Bobby B
Sue B

ORAL READING & COMPREHENSION
Jane likes candy.
Tom likes Sue.
Bobby likes cookies.
Jenifer eats cookies.
Sammy eats hamburgers.

SELECTING CONTENT FOR BEGINNING READING I

Before starting Beginning Reading instruction, you will outline a Beginning Reading curriculum that is based on the interests of your children. The first five words, selected for the Beginning Reading I Unit, will include only nouns and verbs that will combine with the children's names to make sentences that will interest them. For example, "likes" and "cookies" will combine to make:

"John likes cookies."

SOUND BLENDING

Your children should be getting good with the Sound Blending words you picked for the Response Skills Unit. Now you should select a couple more categories for Sound Blending. Pick the categories, make up your words and enter them on the Curriculum Outline form.

Don't rush into these new categories. If your children are still having trouble with the blends from Response Skills, stay with it until they get the hang of it. Also, don't limit your children to these two new categories if you find they are very good at Sound Blending. Keep adding new words for Sound Blending whenever your children are ready.

SIGHT WORDS

THE CHILDREN'S NAMES. Start by teaching each child to read his own name. Include their names in the Picture Naming drill of lessons. Be careful that you only require each child to learn his own name. In addition to including the names in the Picture Naming and Left-to-Right drills, you should have several other procedures that will help the children to learn to read their names (e.g., taping the child's name on the table at his seat). Use as many of these special techniques as you can.

A NOUN FOR THE FIRST WORD. The first word you teach should be tangible, concrete, and something that all of your children are interested in. Most children are interested in candy, cookies, bicycles, rockets, and many other things. You pick something that you know will perk up the interests of your children.

This first word should be a plural form of the noun. This will make it easy to design simple sentences later. You can say, "John likes bicycles." But, "John likes bicycle" is not grammatical.

A VERB FOR THE SECOND WORD. If you select a verb to teach for the second word, you will begin to make sentences right away. For example, "likes" is a good verb to select. If the first word was "candy," you can give the sentence, "John likes candy." And you could start using the names of good friends in sentences, "Susan likes Johnny." Pick a verb that will give you this kind of flexibility.

MORE WORDS. Using the same principles you have used in selecting the first two words, select a couple more nouns and a verb. Just be sure to select words that your children will enjoy and words that will combine to make interesting sentences for them to read.

On the following page is a sample Curriculum Outline for Beginning Reading I.

TEACHING TECHNIQUES FOR BEGINNING READING I

As you introduce your children to their names and later when you add the first word, your lessons will not differ very much from the Response Skills lessons you have been giving all along. The short drill you have been doing with just pictures will now include the names of the children. Later, as they master their names, you will add the first word to these drills. The Left-to-Right Ordering Drill will now be done with pictures and the names (and the first word too when you have introduced it). You may start a new category for Sound Blending IF your children are good with the category you used for Response Skills. Otherwise, simply continue Sound Blending with the old words until you are sure your children are ready for a new category.

FORMAL LESSONS. When your children have learned their names and the first word, you will be ready to introduce the verb and start making sentences for your children to read. Now your lessons will begin to change. The following format will give you an idea of how your lessons will begin to shape up:

> Step #1: Sound Blending. Always open every lesson with a brief Sound Blending drill. It should be very short. Just give everyone a chance to make a couple of blends and then go on to the next step.
>
> Step #2: Sight-Words. If you are introducing a new sight-word in a lesson, begin by presenting the word and discussing it for a minute or two. Then run the Sight-Word Drill as you have been running the Picture Naming Drills. As the number of Sight-Words your children can read grows, you can begin dropping the pictures from the lesson. By the time your children have learned the five sight words for Beginning Reading I, there will be no further need for the pictures.
>
> Step #3: Oral Reading & Comprehension. When you have enough words to make sentences, a major part of your lesson will be having the children read these sentences and discussing what they mean. Remember, Oral Reading and Comprehension is the whole point of the Beginning Reading Unit, so give this lesson step plenty of time. Also, remember that Comprehension includes both Simple Recall and Interpretation. Be sure you give all three skills (Oral Reading, Comprehension: Simple Recall, and Comprehension: Interpretation) adequate attention in every lesson.

MOTIVATIONAL TECHNIQUES. As an experienced teacher, you probably know a number of special techniques that will help your children learn the content for the Beginning Reading I. This section is designed to give you more ideas and some guidelines for reinforcing what you are teaching in formal lessons. It is divided into a discussion of games, readers and other techniques.

> Games. You have already started a couple of games for reading in the Response Skills Unit. As your children learn the words in the Beginning Reading Unit, you should simply substitute the words they are

learning for the pictures in the game materials you have already built. Also, you should take this opportunity to introduce a couple of new games so you will now have four or five reading games. If you are unsure of what games to use, consult your Program Assistant (or Teacher Trainer) for assistance.

Other Techniques. There are a host of other techniques you can use to support the Beginning Reading instruction. Change the pictures you have hung around the room to the words you are teaching. Give each child his own envelope with a deck of cards he can read. Use ANYTHING AND EVERYTHING that will help your children learn.

UNIT III: BEGINNING READING II

Beginning Reading Skills

The Beginning Reading II Unit is designed to expand on the same skills begun in Beginning Reading I:

SIGHT WORD RECOGNITION

ORAL READING OF SENTENCES

COMPREHENSION: SIMPLE RECALL

COMPREHENSION: INTERPRETATION

In teaching beginning reading skills, you must keep these skill objectives clearly in sight at all times. Your children have a good start now, reading and comprehending the simple sentences based on the simple sight words of the Beginning Reading I Unit. In this unit you will extend these skills to slightly more complex sentences, and you will introduce skills associated with handling and reading books.

Selecting Content for Beginning Reading II

In selecting content for Beginning Reading II, you will follow the same principles you have been using. Select content that is:

FAMILIAR
MOTIVATING
SIMPLE

In addition to these principles, of course, you must select words that will combine with the five Beginning Reading I words to make interesting sentences. You may now include an adjective and one or two "little words" as well as nouns and verbs.

LITTLE WORDS. There are many words in the language that are commonly used in speech and that are helpful in building sentences. But, these Little Words are abstract and difficult for the beginner. Here are some examples:

the and a is are in on of that there

Because Little Words are difficult, they should be saved until the children have learned five or six other words and are reading sentences easily. Do not include more than two Little Words in this Unit. Concentrate on more substantial, motivating words.

SAMPLE CURRICULUM OUTLINE. On the next page there is an example of a Curriculum Outline completed for the Beginning Reading II Unit.

Form: ISM-CO-3

CURRICULUM OUTLINE

BEGINNING READING: II

Group: II

Sound Blending	Your children should now be performing the Sound Blending skill with three categories --a total of about 15 words. Now you should begin mixing these categories in the Sound Blending drill, and you can probably include most any words you like for Sound Blending.

	NOUNS	VERBS	ADJECTIVES	LITTLE WORDS
Sight Words	④ turkey	② wants ⑤ hot	① chocolate	③ and

SIGHT WORDS: Before starting Beginning Reading II, your children should be good at reading the five words you selected in the Beginning Reading I Curriculum Outline--and they should be reading and comprehending sentences composed of these words. Now you will select five or six new words to teach. You may choose any type of words you like, including little words (e.g., "a" "is" "and") and adjectives--but no more than two little words. Make sure your choices complement the Beginning Reading I words to make good sentences. Check your choices out by writing some sentences you might give your children on the back of this form.

GROUP
Jane Sue Sammy Tommy Jenifer Bobby

ORAL READING & COMPREHENSION
Jane likes chocolate cookies. Bobby wants chocolate hamburgers. Sue and Tom like chocolate candy. Jenifer wants turkey and Sammy wants cookies. Bobby likes hot chocolate and hamburgers. Sue eats hot turkey.

TEACHING TECHNIQUES FOR BEGINNING READING II

If you have children who have finished the Beginning Reading I Unit, then you are working in a well established lesson format. Continue your regular lessons, but keep the following points in mind:

Step #1: Sound Blending. Your children have probably mastered three categories for sound blending. There is no need to introduce new content at this point, but you should start mixing the categories in the Sound Blending drill.

Just be certain that you give your children a chance to make a few Sound Blending responses each day as the first step in your daily reading lesson. This practice is forming a very important basis for what you will teach in the Beginning Phonics Unit.

Step #2: Sight Words. If your children have learned their first five sight words well, they will probably master these new ones with ease. Of course, you should continue introducing the words one at a time, making sure that each new word is thoroughly mastered before the next one is added.

A NOTE ABOUT LITTLE WORDS. Since the Little Words have little meaning by themselves, it is recommended that you present them in the context of other words the children can read. For example, don't show the word "the" isolated on an index card; present it with another word the children have learned to read (e.g., "the candy," "the rocket").

Step #3: Oral Reading & Comprehension. Of course, every lesson should end with a little oral reading. BE CERTAIN THAT YOU TEACH COMPREHENSION AT THE SAME TIME. You will continue to give some sentences on index cards, but now you will also begin to teach your children a little bit about how to handle and read books. This will be accomplished with some readers that you make yourself.

PREPARING READERS FOR YOUR CHILDREN. It is important that you get your beginners started handling books that they can read, but there are no books in print that have only the words you are teaching them. You must make books for your children.

1. Take three or four white sheets of 8 1/2 x 11 paper and fold them down the middle to make a 5 1/2 x 8 1/2 book.

2. Fold a piece of colored construction paper along the same dimension and put it around the book for a cover.

3. Put two or three staples along the folded edge for a binding.

4. Write the child's name on the front cover and, on the blank pages of the book, write some sentences he can read.

5. You may illustrate the book or have the child illustrate it by himself.

You should use these readers in the Oral Reading step of the formal lessons you are running. In fact, you can even write the sentences in the book during lessons to save time. You need not fill the whole book in a single session. Just put a couple of sentences on a page or two and wait until the following day before adding more. REMEMBER, THESE ARE GUIDELINES. USE YOUR OWN IDEAS TO MAKE THESE BOOKS SERVE YOUR CHILDREN BETTER.

UNIT IV: BEGINNING PHONICS

The objective of the Beginning Phonics Unit is to teach the children the fundamental skills used in sounding out words. You should have little difficulty with this Unit since it follows the format of the DAD Program which you have been using for the past three years. You will select two words with a common rhyming element like "make" and "cake" and teach the children how to sound out these words.

A Definition of the Beginning Phonic Skills

PHONIC SOUNDS. This skill is closely related to the Picture Naming and the Sight Word Recognition Skills. You simply teach the children to look at a printed letter and to say its sound.

SOUND BLENDING. The Sound Blending skill should now be well established with your children. All you do is add two new words to the Sound Blending drill. This will prepare them to be able to figure out these new words on their own.

DECODING. This is simply the Phonic Analysis and Blending Skill described in the DAD Program. After you are sure the childrne have thoroughly mastered the Phonic Sounds and the Sound Blends of the new words you have selected for this Unit, you show them the printed words, teach them to say the sounds of the first letter and last part of the word (Phonic Sounds) and to blend the sounds (Sound Blending) and they will know what the word is without your telling them.

Meanwhile, Sight Words and Oral Reading with Comprehension should be continued. The new phonic words taught in this Unit should be included in sentences for Oral Reading only after they have been presented for Decoding.

Selecting Content for Beginning Phonics

In this Unit you will select only two phonic words to teach. These will be composed of a single rhyming element. Thus, you will teach two different initial consonant letter sounds and a single rhyming element. For example, the two words "like" and "bike" are made up of the two initial consonants "l" and "b" and the rhyming element "ike." As you select your content for this Unit enter your selection on the Curriculum Outline for Beginning Phonics.

EASY LETTER SOUNDS. The words should be selected so that they are composed of easily learned letter sounds. *Words that start with two letters that look and sound very different are best.* For example, the letters "m" and "s" look and sound very different. The letters "b" and "p" look and sound very much alike.

FAMILIAR WORDS. In addition to picking words that will give easy sounds, you should be careful to pick familiar words and ones that are fun for the children. For example, "make" and "cake" would be good; "nat" and "hat" would be bad choices because "h" is a hard sound to say, most of your children probably don't know the word "nat", and the first letters look and sound too much alike.

MORE SIGHT WORDS. You may select two or three new sight words to teach while your children are learning these phonic skills. You may select more words chosen especially because you think your children will enjoy them, or you may go to your Basal Reader and pick words from the first preprimer to save time later.

SAMPLE CURRICULUM OUTLINE. On the next page is an example of a Curriculum Outline for Beginning Phonics.

Form: ISM-CO-4

CURRICULUM OUTLINE

BEGINNING PHONICS

Group: II

Sound Blending	/m/ . . . /ake/ = /make/ /c/ . . . /ake/ = /cake/

Phonic Sounds	INITIAL CONSONANTS	RHYMING ELEMENT
	m c	ake

Phonic Decoding	make cake

Sight Words	REVIEW		NEW	
	her	turkey	to	cold
	wants			

PHONICS: Select and arrange content for phonics according to directions given in the ISM manual.

SIGHT WORDS: You may select a couple of new sight words to teach (four is probably too many unless your children are very good at learning sight words). Use three or four of the old sight words for review.

ORAL READING: Write a few sentences for use in oral reading, but be sure to give your children many more sentences than just the ones you write on this outline.

GROUP	
Bobby	Tommy
Jenifer	Jane
Sue	Sammy

ORAL READING & COMPREHENSION
Jane likes to make chocolate cake.
Sue and Bobby make cold cookies.
Sammy and Tommy make hot cookies.
Bobby and Jane make hot chocolate and cold cake.
Sue and Sammy make cookies and cake?
Tommy likes to make hot chocolate.
Sammy wants cold turkey.

Teaching Techniques for Beginning Phonics

In this Unit, your lesson will be expanded to include the phonic skills presented. In the early lessons, you will include only the first sound to be taught. Later, you will add the other letter sound and finally the word root. Decoding will not become a part of these lessons until both letter sounds, the word root, and both new sound blends have been thoroughly learned. Following is a guide that will help you run lessons for the Beginning Phonics Unit:

Step #1: Sound Blending. Continue the Sound Blending as before, only now include the two new words you have selected to teach in this unit. Your Sound Blending drill will still include the blends your children have learned in previous Units, but they should emphasize the new words.

Step #2: Phonic Sounds. In the first few lessons, this should be a drill that includes the first letter sound to be learned and two or three of the sight words the children have already learned. Including the sight words will give the children something they are comfortable with, serving the same function as the inclusion of the pictures in the Sight Word Drills of the early Beginning Reading lessons. When you feel that the children know the first letter sound, you will include the next letter sound, and when you feel they have mastered the second letter sound, you will add the rhyming element to the lessons.

Step #3: Phonic Decoding. This should not be a part of the lesson until you are sure that the children are good with all three sounds and with the blending of the two new words. When you are sure they are ready, you simply show one of the new words and help your children sound it out. Be careful to let them tell you what the word is this time. Then make a big deal out of telling them how THEY figured out the word for themselves. Repeat the procedure for the other word. After the children are ready and begin this step of the lesson, about three days of working with this step should be enough and you will be ready to take them to the next unit.

Step #4: Sight Words. If you have decided to teach new sight words in this unit, introduce them one at a time as you did in the Beginning Reading Unit, making sure the children have learned the first new one before introducing the next. NEVER INCLUDE THE NEW SIGHT WORDS IN THE PHONIC SOUND DRILL.

Step #5: Oral Reading & Comprehension. After the Beginning Reading Unit is well under way, this should ALWAYS be an important part of EVERY lesson. Do not put the new phonic words in sentences until you have presented them in the Decoding step of the lesson. When the children first see the new phonic words in a sentence, they may not recognize them. This is your opportunity to start teaching them how to sound words out while they are reading. So, if they do not recognize their new phonic words in a sentence, don't tell them what it is, just help them sound it out.

UNIT V: STARTING READING PROGRAMS

This unit is designed to be used with the early DAD levels (levels 3 - 14) and the first couple of preprimers. This, of course, is not a rigid guideline. If you need these Unit V procedures for children in the third preprimer, or even in the primer, it will be fine. Your guiding principle should always be to do what you think is best for the individual children in your class.

NOTE: Use of this unit makes the following important assumptions:

1. THE CHILDREN HAVE COMPLETED UNITS I-IV. This unit assumes that the children have learned to read a small, but relevant, sight word vocabulary and that they have learned to sound out at least two words that are more concrete and relevant to their lives than the first few words in the DAD program.

2. THE CHILDREN DO NOT NEED THE BASAL READINESS PROGRAM. Do not begin with the Basal Reader Readiness program. Children who have satisfactorily mastered the skills in Units I-IV of the ISM have a very strong skill base upon which to begin reading programs. THEY NEED NO ADDITIONAL READINESS INSTRUCTION.

Selecting Content for Starting Reading Programs

THE FIRST UNIT V CURRICULUM OUTLINE. If the children for whom you are designing this Curriculum Outline have just completed Units I-IV of the ISM, you will now be selecting content from the beginning of each of the two reading programs, DAD and Basal. The first level of DAD teaches skills that have already been taught by the ISM; it can, therefore, be skipped. You will start DAD with the content from Levels 2 and 3, teaching "m" and "an" and phonic decoding for the word "man." The first few words programmed in most Basal programs do not readily adapt to a phonics approach and should, therefore, be treated as sight words.

The outline on page 21 is provided as an example of how to design a Curriculum Outline for children just completing Units I-IV. The teacher in this example is using the DAD program and the Sheldon Basic Reader Series (Allyn & Bacon). Of course, any other phonics program or basal reader program might be used instead. The consideration used in selecting the content (described below) are offered as examples. Teachers are expected to develop their own Curriculum Outlines based on their own considerations concerning the children they are planning to teach.

Sound Blending. The new content for Sound Blending will include the new words entered in the Phonic Decoding Section of the Curriculum Outline, together with any of the previously taught Sound Blending content. As long as you understand what to include in the Sound Blending Drill (the new Phonic Decoding words and any other sound blending words) there is no need to write anything in this section of the Curriculum Outline.

Phonic Sounds. Since the children in this example are beginning the DAD Program, they must learn the sounds for "m" and "an" in order to sound out the

word "man" later. However, these children have already learned "m", "c", and "ake" for the words "make" and "cake" in Beginning Phonics. So, only the sound for "an" has to be taught for these children, and "an" is all that needs to be entered in the Phonic Sounds section labled "new." All three previously learned sounds, "m", "c", and "ake" are included in the section labled "Review."

Phonic Decoding. Of course, the word "man" from Level 3 of DAD must be included in the Phonic Decoding section. Note also that the previously taught sound "c" goes with the new sound for this lesson, "an", to make another word "can", so this too is entered on the Curriculum Outline. Although the word "can " is taught in a later level of DAD, it is perfectly OK to teach it here, this will give the children a useful word now and will save time later--they will not have to relearn it when it comes up in the DAD Program.

Sight Words. To select sight words from the Basal program, turn to the first pages for the first preprimer of the Teacher's Edition. In our example the teacher is using the Allyn and Bacon series. The new word listed for the first few pages of preprimer I is "come." But the words "Bill", "said", "Linda", "Ricky" and "Rags" are listed as having been covered in the readiness program. Since teachers using the ISM are NOT using the readiness program, these words will have to be taught as well. This makes a total of six new words for the first few pages of the preprimer, but six may be a few too many for the children. The teacher chooses the words "come" and "said" and then selects two of the names, "Bill" and "Linda", leaving the remaining two names, "Ricky" and "Rags", for later. Upon trying to write a few sentences for oral reading, the teacher found that the word "the" helped a lot in making good sentences for the children, so she simply added "the" to the list of new sight words for the lesson. Note the five selected words are entered on the Curriculum Outline as "New" on the next page. Included under the heading of "Old" are a few words chosen from the Beginning Reading Units.

Oral Reading. Once you have your Curriculum Outline developed for the phonic content and the sight words, writing sentences for oral reading should be a snap. In our example the teacher is mixing the words from the phonics and sight word sections of the Curriculum Outline. Notice that the sentences emphasize the new words in the outline. For example, the sentence, Linda said, "The man can come to Bill." includes all of the new words. Sentences should include any word from the earlier units, but they should emphasize the new words.

Form: ISM-CO-5

CURRICULUM OUTLINE

STARTING READING PROGRAMS

Content Sources
Phonics: I-2 19
Basal: pp. 3-6

Group: II

Sound Blending	Include all of the words selected and entered in the Phonic Decoding section of this outline in Sound Blending drills. The children must be good at sound blending with these words before you start Phonic Decoding.

	REVIEW		NEW	
Phonic Sounds	c	m	an	
	ake			

Phonic Decoding	man	can		

	REVIEW		NEW	
Sight Words	chocolate	hamburger	Bill	said
	candy		Linda	come
	like		the	

This form is designed for use with the initial readers in your basal program (preprimers) and the beginning DAD levels (about 3 through 14). You, of course, should switch to the form for "Early Readers" (ISM-CO-6) whenever it suits your needs.

Note: If you are at all uncertain how to fill out this form, consult your teacher trainer (Program Assistant).

GROUP
Bobby Tommy Jennifer Jane Sue Sammy

ORAL READING & COMPREHENSION
Bill said, "Can Linda come?" The man said, "Linda likes hot chocolate." "The man likes cold turkey," said Bill. Can the man make Linda come? Bill and the man can make hot cake. "Linda and Bill can come," said the man. Linda and the man can come to make the cake. Can the man come to make hot cookies? Linda said, "The man can come to Bill."

A LATER UNIT V CURRICULUM OUTLINE. As you continue to teach more Unit V materials (preprimers and early DAD levels) you will find different considerations will have to be made in designing your Curriculum Outlines. In this section we will study another example of how the Curriculum Outline is designed. Again, the teacher will be using the Allyn and Bacon series, and the DAD program, but now the children in our example are working in the second preprimer and they have completed Level 12 of the DAD program.

Sound Blending. Again, the sound blending content should pose no special problems, you will simply practice sound blending with all of the words you select and enter in the Phonic Decoding Section of the Curriculum Outline.

Phonic Sounds. In our example, the teacher selected the sounds for "h" and "b" which are taken from the DAD Level 13. If the children were very quick with phonics, she might have also included some of the content from Level 14, but her children were already having some trouble with the discrimination between "it" and "at", so she did not want to give them too much.

Phonic Decoding. The words included in the "Phonic Analysis and Blending" (i.e., Phonic Decoding) section of DAD I-12 are "hit", "hat", "han", "bit", "bat", "ban", "rit", "rat", and "ran." The teacher in our example does not like the idea of teaching nonsense syllables too early and so she eliminated the syllables "ban" and "rit." All other DAD I-12 words are entered on the Curriculum Outline.

Sight Words. Now the teacher turns to the Teachers Edition of the basal. The children have already completed the first 14 pages of the second preprimer. The teacher loods at the next section (for pages 15-18) and finds three new words, "cookies", "some", and "pan." But "cookies" was taught in the first Beginning Reading unit; these children know "cookies." And "pan" has already been taught as a phonic word. So "some" is really the only new word from this section of the second preprimer. The teacher enters "some" as a "New" word on the Curriculum Outline and then turns to the next section of the preprimer to see what else she might teach. The next section, for pages 19-22, lists "funny" and "ran" as new words. The word "ran" has just been taught as a phonic word--the DAD content is really paying off now. So, only one new word, "funny", needs to be included. That gives two "New" sight words, not enough for these children, so the teacher turns to still another section of the preprimer, pages 23-26. Here she finds two more new words, "mumps" and "will", neither of which have been taught, so she adds these to the "New" sight words list, bringing the total to four. This one outline will carry the children through three sections of the basal preprimer. One final consideration--the children are putting in an aquarium in the classroom and they are all interested in fish. So, the teacher adds the word "fish" to the Curriculum Outline just because she knows the children will enjoy it. Now for some "Review" content for sight words. The teacher has observed that these children could use some extra work with the words "me", "not", "here", and "with", so these are entered in the Curriculum Outline under "Review."

Oral Reading. All that remains to be done is writing a few sentences that include content from the outline. These sentences should include both DAD and Basal words. They will prepare the children to read the Basal sections while at the same time teaching the children to use their phonic skills in reading. Look over a few of the sentences prepared for the group of children in our example. Remember, these sentences are prepared ahead of time

to help the lesson go smoother, but you should always write a few sentences for the children during lessons and have the children help you to compose others.

Teaching Techniques

SKILL LESSONS. Skill lessons will continue as usual following the four-step ISM lesson design.

Step #1: Sound Blending. Always open your lesson with a Sound Blending drill. At this point you will drop all of the sound blending established in Beginning Reading (i.e., blending of face parts, furniture, etc.) and concentrate on teaching sound blending for the phonic words to be introduces in Step #3 of your lesson.

Step #2: Phonic Sounds. Give a phonic sounds drill, emphasizing the new sound or sounds the children will need to decode the new words.

Step #3: Phonic Decoding. It is important to remember that Phonic Decoding is a PROCESS step. You are showning your children HOW to sound out these new words so they will know how to sound out words in reading. Children who memorize response chains (e.g., rhythmically responding, "m, an, man") are NOT learning the process of looding at a word, seeing its sound parts, saying those sound parts in order, and blending the sounds to come up with the word.

In order for the process of sounding out words to be clear to the children, it is important the they be strong with the recognition of the sound parts (Step #2) and the blending of these sounds (Step #1). So your daily lessons may skip the Step #3 sounding out process while you are emphasizing Steps #1 and #2. ONLY WHEN THE CHILDREN ARE GOOD WITH STEPS #1 AND #2 SHOULD YOU SHOW THEM THE WORDS FOR SOUNDING OUT.

Step #4: Sight Words. Your Curriculum Outline may include anywhere from two or three new sight words to as many as six or seven. Do not introduce all of the new words at once. You may give two new words and drill with them for a day or two before picking up more new words for the drill. Quick and sure recognition responses are what you are looking for in this step.

Step #5: Oral Reading. This step of the lesson has two important objectives: (a) Preparing the children to be able to read their preprimers with ease and enjoyment, and (b) teaching them to use their sounding out skills while reading. You must remember to emphasize comprehension. You may also begin teaching other reading skills such as punctuation during the Oral Reading step.

READER LESSONS. The concept we are working on with the ISM is to present the children with a pleasant and enjoyable experience when they first handle their readers. For this reason, you should not begin lessons with the basal readers until the children have mastered the basal words in Skill Lessons. You may want to wait until the children have mastered the words for several sections or the entire first Preprimer before giving them the printed book. Then you

Form: ISM-CO-5

CURRICULUM OUTLINE

STARTING READING PROGRAMS

Content Sources
Phonics: I - 12
Basal: pp. 15-27

Group: _____

Sound Blending	Include all of the words selected and entered in the Phonic Decoding section of this outline in Sound Blending drills. The children must be good at sound blending with these words <u>before</u> you start Phonic Decoding.

	REVIEW		NEW	
Phonic Sounds	it	at	h	b
	an	r		

Phonic Decoding	hit	bit	ban	ran
	hat	bat	rat	

	REVIEW		NEW	
Sight Words	me	not	some	funny
	here	with	mumps	will
			fish	

This form is designed for use with the initial readers in your basal program (preprimers) and the beginning DAD levels (about 3 through 14). You, of course, should switch to the form for "Early Readers" (ISM-CO-6) whenever it suits your needs.

Note: If you are at all uncertain how to fill out this form, consult your teacher trainer (Program Assistant).

GROUP

ORAL READING & COMPREHENSION
"Look for Midnight," said Jay. "Midnight is not at home." Look! Look at Midnight. Midnight is in the hat. The fish bit the funny rat and the rat ran. Will Linda eat some cookies? Midnight hit the dog. The dog bit Midnight and ran. "Midnight, come up here with me," said Ricky. Will Bill hit Rags. Bill will not hit the dog.

will give them a rewarding surprise--"Here's a REAL book you can read." Lessons with the Basal should emphasize what reading is all about, rather than how to do it. You will want to mix some silent reading with oral reading while the children are working on these preprimers. You know many techniques that will get the point across, but remember that reading is primarily a silent information gathering process. The children should have been doing lots of oral reading in your Skill Lessons. Try techniques like asking a question that is answered by a page in the preprimer and see who can find the answer without reading out loud.

OTHER TECHNIQUES. It is always important to use as many other techniques as you can to reinforce the reading content. You must have one or two games that specifically reinforce the content covered in the current Curriculum Outline the children are working on. Concentration, Bingo, or any game will do, but it is important for the children to be able to practice their reading skills in play situations.

Another effective technique you may use in conjunction with Skills Lessons is to have each child make a reading notebook. If they can write pretty well, you might terminate every Skill Lesson by helping them to compose a couple of sentences, writing these sentences on the blackboard, and letting them copy the sentences while you go on to work with some other children. If your children are not yet good enough at writing to copy sentences, you can write in their notebooks for them.

It is very important that you develop your own techniques for supporting the reading skills. Your own ideas will invariably prove to be more powerful than the ideas of others. Think about it and try out lots of things.

UNIT VI: EARLY READERS

Once the children have completed the first couple of preprimers and Level 14 of DAD, you will need to switch Curriculum Outlines. At level 15 of DAD, you start teaching the children to isolate the vowel in sounding out words and so you begin presenting three sounds for Sound Blending (e.g., /t/, /i/, /p/) instead of two (e.g., /t/, /ip/). The children are getting off the ground and they will start learning sight words much faster. The DAD phonic skills will supply more and more support for the content you are teaching in the basal and the children will begin to be able to decode words they have never seen before.

Selecting Content for Early Readers

The example provided below is based on the MacMillan Reading Program. It is designed merely to give you an idea of the range of possibilities in making out a Curriculum Outline at this level. It does not cover all of the possibilities. You must make your own considerations for your own students when you are developing the Curriculum Outline--this is the heart of the ISM. The group of children in our example have completed DAD Chapter I, Level 17 and page 57 in the first reader, Lands of Pleasure.

SOUND BLENDING. Again, of course, there is no problem in selecting content for Sound Blending. You will simply want to make sure the children can do the three part blend for the words in Step #3, Phonic Decoding.

LETTER SOUNDS. Level 18 introduces the sound for the letter "d" which is used to form words like "did" and "dad." Although this particular group is not the best in the class with phonics, the teacher observes that these words are familiar to most of the children and she decided to go on to add content from Level 19 which includes the letters "j" and "v." The teacher feels that three new letter sounds would be too much for this group, so she picks only "v" to include here, leaving the "j" for the next outline.

PHONIC DECODING. Looking over the Level 18 words (did, dad, hid, had, bid, bad) the teacher finds that most of these are very familiar to the children. Familiar words do not help much in teaching children to sound out words, so the teacher invents some nonsense syllables which are good for sounding out --if the children can figure out a nonsense syllable, you know they are really using their phonic skills. The nonsense syllables "vid" and "vad" which include both of the new letter sounds and they may be reversed to make "div" and "dav." This gives four words in the Phonic Decoding section of the outline. A couple of the Level 19 words, "vim", and "vam" are always fun for the children and she adds them together with the word "vat" to bring the number of Phonic Decoding words to seven.

SIGHT WORDS. Now the teacher turns to the next section of the Basal, pages 58-62. The new vocabulary listed there includes eight new words. One of the words, "cute", is the root of the actual word that is used in the Basal story. "Cute", notes the teachers edition, is introduced to illustrate the long u sound. Since the teacher is using DAD and not introducing the long vowels yet, "cute" does not need to be included in the lesson. The teacher

also notes that the word "puppy" was taught way back in the Beginning Reading units, so she enters it under "Review" rather than "New." The remaining six words are simply entered under "New" on the Curriculum Outline, since none of them are particularly suited to Phonic Decoding with the short vowel skills the children are learning.

This particular group, not the best in phonics, is quite good at learning sight words, so the teacher knows that she can include more sight words for them. She turns now to the next section of the Basal, pages 63-66, to find out what words are listed there. Six new words are included, but one of them, "are", is really an old word for these children, the teacher introduced "are" to this group a long time ago to help make better sentences for Oral Reading. This leaves five new words to add to the Sight Word section of the outline since none of these five fit with the DAD phonic skills, giving a total of eleven new Sight Words. The form only has room for 9 New Sight Words. This doesn't bother the teacher, she simply squeezes all eleven into the outline. After adding another word to the "Review" section she is ready to go on to develop the "Other Reading Skills" section of the outline.

OTHER READING SKILLS. This section is included in the Curriculum Outline primarily for the teacher to jot down any of the special skills from the Basal Readers that will not be automatically taken care of in her regular teaching routines. In reading the Basal Teacher's Edition carefully, you will find that these Other Reading Skills can be sorted into the following four categories:

1. SKILLS AND CONTENT THAT ARE BEST TAUGHT WITHIN THE ISM FORMAT: This will include words that start with initial consonants and have common word roots. (For example, "light", "might", "fight"). Most of the early basal words are best handled as sight words until the children have mastered several of the sounds taught by the DAD Program.

2. NECESSARY SKILLS THAT CANNOT BE TAUGHT BY THE ISM LESSON FORMAT: You may find several things your children need that do not fit any of the ISM categories. These you should include with notes at the bottom of the ISM Curriculum Outline. They may be taught before, after, or during any ISM lesson. Just be sure you understand what you are trying to teach and why you are trying to teach it.

3. UNNECESSARY BASAL TEACHING PROCEDURES: Since you will be using a direct technique for teaching the Basal sight words, many of the Basal exercises will be unnecessary. Basal procedures for presenting sight words, for example, can be ignored since you now have your own procedure for teaching sight words well established.

4. PROCEDRUES BEST HANDLED IN THE CONTEXT OF READING LESSONS: Some of the directions for reading skills refer to things to do with the children when they are actually reading from their books. These need not be entered on the outline for Skills Lessons, but they should be remembered when you are conducting Reading Lessons (when the children are reading their books).

To make sure you cover the necessary Basal skills, enter the information you need for category #2 above on your Curriculum Outline and be sure you cover

these when you are giving lessons.

After studying the relevant sections of the Teacher's Edition of the Basal, the teacher in our example finds a heavy emphasis on long vowel sounds. Since she has decided to wait for the Chapter II materials for long vowels, these would go under category #3, Unnecessary Basal Procedures. The remaining directions in the Teacher's Edition refer to skills that should normally be addressed when the children are reading from their books (i.e., in Reader Lessons). These include objectives like reading to answer a summarizing thought question and predicting outcomes. These need not be entered on the Curriculum Outline. In fact, these are skills the teacher should always keep in mind while teaching reading and she should need no special directions to attend to them.

ORAL READING. Now the teacher must prepare a few sentences for Oral Reading, but remember, these are only samples, you should be prepared to write more sentences for the children during the Oral Reading step of your Skills Lessons. In our example, the teacher has tried to include as many of the sight words as possible, but she has also included many of the words from the DAD program that she decided not to enter in the Phonic Decoding section of the Curriculum Outline (e.g., "dad", "did", "had"). She has also included a couple of words that have not already been taught by either DAD or the Basal (e.g., "happy") but which she thinks the children will be able to sound out. This kind of extra word is important since you want to teach the children not to be afraid to try to sound out a word even if it does not look like one of the DAD words.

CURRICULUM OUTLINE

EARLY READERS

Content Sources
Phonics: I - 18 + 19
Basal: 1', pp 58-66

Group: III

Sound Blending	Include all words selected and entered in the Phonic Decoding section of this outline in the Sound Blending drill. Now, Sound Blending will begin with a three part break, pronouncing the vowel separately according to the following model: /m/ . . . /a/ . . . /n/ = /man/

Phonic Sounds	REVIEW		NEW	
	a	i	d	v

Phonic Decoding	vid	vad	vim	vat	
	div	dav	vam		

	REVIEW	NEW		
Sight Words	puppy	write	letter	care hard
	twins	ever	seen	screen love
		contest	cry	Jones

Other Reading Skills	Enter any special skill that you intend to teach in conjunction with this outline that is not implied by the content of the outline itself: (None)

GROUP
Joey Susan Peter Edith Adellene

ORAL READING & COMPREHENSION
Jack and Jim will write a letter to Dad. Did they try to write a bad letter? Jack's letter fell into a vat. Jim said, "I love that funny puppy. He makes me very happy." A puppy is very hard to care for. It was the cutest letter Jack had ever seen. Did you ever write a letter?

Teaching Techniques for Early Readers

SKILLS LESSONS. All of the previous information in this manual is necessary to understand how to run a Skills Lesson, so if you have not read the whole manual up to this point, read it now. If you have read the manual, but are not sure how to run a Skills Lesson, go back and check the Teaching Techniques sections of the preceding units.

READING LESSONS. Skills Lessons are designed to prepare the children for reading from their Basal readers, so do not start the children reading in sections of the Basal unless you have already presented the relevant content in Skills Lessons. This is an extremely important aspect to the ISM. Children should be good at decoding the words in the readers BEFORE they try to read them. This way reading lessons can focus on critical skills like how to organize one's thoughts or how to find the answers to given questions while reading. A good procedure is to complete Skills Lessons for about 20 or 30 pages of a reader, then stop the Skills Lessons for a couple of days while the children spend their time working on the readers: silent reading, oral reading, group discussions, etc.

OTHER TECHNIQUES. Although you should have several reading games in progress, you should continue to teach your children new reading games as the year progresses. Motivational techniques associated with the ISM should focus increasingly on Reading & Comprehension. After all, this is the real objective of all reading instruction. You should invent your own ideas for motivational techniques to support your reading instruction, but here are a few examples.

Story Books. Help your children write a story using the words they can read. You can help by guiding them in writing a coherent story, in sentence construction, and in putting together a durable book. They can illustrate it themselves. It can be about their own classmates. Remember, this is a SUGGESTION, adapt it to your own purposes.

Chart Stories. Get together with your children during ISM lessons and write stories with the words they are learning. Put these stories on large chart paper while you are writing them. Presto! You have something for the next group of children who will need to learn the same content.

UNIT VII: INTERMEDIATE AND ADVANCED

When the children get to Chapter II or III of DAD and begin the second grade readers, the importance of the Skills Lesson begins to be replaced by emphasis on independent reading. You should start trying to stimulate your students to read more on their own. Of course, Skills Lessons and Reading Lessons (Basal) will continue, but you should begin to turn increasingly more attention toward techniques that encourage the children to read and discuss library books.

In this unit, examples of how to design Intermediate and Advanced Curriculum Outlines are presented. However, it should be stressed that these are just examples. Especially at the higher reading levels, the lesson design process will vary even more than at earlier levels. The way you fill out your Curriculum Outlines will depend upon your own teaching styles and particularly upon the learning styles of your students.

Selecting Content for Intermediate Readers

The example presented here is based on a group of children who have completed Chapter III, Level 6, of DAD and they have finished reading through page 92 of the Banks Street Reader, My City (2-1).

SOUND BLENDING. As the children progress through the DAD program, they become better and better at Sound Blending and do not need so much exercise. Whereas for the Unit VI material, you have been practicing Sound Blending with all of the words you intended to present in the Phonic Decoding step of the lesson, now it will probably no longer be necessary to treat every one in the Sound Blending drill. You will simply pick a few examples from the words you will list under Phonic Decoding and give a little Sound Blending practice with these words.

PHONIC RELATIONSHIPS. At this level, the children should know all of the consonant sounds and all short vowels. In Chapter II you will start long vowel sounds. This skill represents a phonic relationship (i.e., when a particular letter makes a given sound as opposed to teaching new sounds). You will begin listing these relationships you plan to present in Skill Lessons, but there will no longer be a Phonic Sounds drill per se.

In our example, the teacher is working on consonant blends and digraphs (Chapter III) beginning at Level 7. He finds that these children are having little or no trouble with consonant blends--he might even decide to skip them entirely if the children were doing well enough with them. He decided, however, that the practice is building their confidence. He is presenting all of the Chapter III blends, but he is moving very rapidly through the material. For this outline, he plans to cover two levels. The consonant blends from levels 7 and 8 are listed on the outline with the digraph "sh." Although the digraph "th" is presented in Level 8, h- did not include this one--his pupils know it so well that it would simply bore them.

PHONIC DECODING. Now the teacher selects a few of the Level 7 and 8 words from the DAD program. He selects words that he thinks the children may not understand thoroughly, so a large part of this section of his lesson will be work with word meaning. He also looks for words that would represent as much of the content as possible. Notice that a couple of these words are circled (the ones with "ly" endings). These circles tell the teacher to bring up special Basal skills. This will be explained in more detail in the next section.

SIGHT WORDS. The story of Jack and the Beanstalk is divided into three parts in the reader, beginning on page 93 of the reader. The teacher decides to incorporate all three sections into one Curriculum Outline. After checking over the word lists for all these sections he finds that many of the words are ones that the children already know. A number of others can easily be sounded out by the children. He picks out the few words with which he thinks they may need some practice and enters these on the Curriculum Outline.

OTHER READING SKILLS. Now the teacher in our example checks over the special skills to be emphasized in the Basal work. One is to review the "ly" ending. First he adds "ly" to the Phonic Relationships section. He then looks over the word list and circles the words that have "ly" endings. Finally he adds "ly" endings to words in the Phonic Decoding sections where appropriate and circles these words. The circles will help him to remember to stress the ending. Opposites and synonyms and antonyms are other skills he thinks can be handled within the regular Skills Lesson, so he adds these in the space provided for Other Reading Skills, numbering them (1) and (2). He then checks over the words in both Phonic Decoding and the Sight Words sections, numbering the relevant words for special treatment. He finds too few words to really illustrate the principles of Synonyms and antonyms well so he makes a note of the page in the Teacher's Edition that gives a list to be studied. Now he will treat these skills as a part of his regular Skills Lessons.

All other skills referred to in the Teachers Edition are best handled when the children are working with their readers (Reading Lessons), so he will wait until the children are ready to read Jack and the Beanstalk and then to recheck these skills for special treatment.

ORAL READING. In writing sentences for Oral Reading, the teacher can now take much more freedom in what he writes. It is probably no longer necessary to stick only to the words that have been covered. However, the sentences for Oral Reading should still emphasize the words from the rest of the Curriculum Outline. And always remember that the Oral Reading sentences on the outline are just samples of some of the things the teacher and children should compose together during Skills Lessons.

Selecting Content for Advanced Readers

When the children reach a third grade reading level, most of the decoding skills have been thoroughly learned and the job of designing Skills Lessons becomes much more simple. In fact, the amount of time spent in Skills Lessons should be greatly reduced as well. You, as the teacher, will be spending much more time helping the children learn to appreciate the material in their Basal readers and helping them learn to use and enjoy their reading abilities in many ways.

In this section we will review an example of a teacher who is using the Houghton-Mifflin Readers. His children are all the way up to page 126 of the 3-2 reader, Fiesta, and they are to begin Chapter V, Level 3 of the DAD program.

SOUND BLENDING. As noted on the Curriculum Outline form, there will be little or no need for Sound Blending with children who have come this far along. The particular group in our example are excellent readers and the teacher stopped the Sound Blending drill with them when they were working in Chapter IV.

PHONIC RELATIONSHIPS. Upon checking the Level 3 content, the teacher in our example finds the "ee" = /ē/ relationship. This group certainly doesn't need any work with that one. He also sees the "ei" = /ē/ and /ā/ and feels that although they can probably handle it all right, he will give them just a little work with these relationships to firm up their discrimination. He also notes the "eu" = /yu/. Although this is not a very useful relationship, the teacher decides to include it because he wants to give the children everything they might not have. This doesn't give the children much to do, so he goes on to look at Level 4 and 5. Level 4 has nothing new for these children and Level 5 is a review which they certainly don't need. He decides that is far enough, so he enters DAD, V, 3-5 in the "Content Sources" box on the Curriculum Outline so he will remember to begin with the next outline.

PHONIC DECODING. Now the teacher looks over the words that exemplify the relationships he has selected. He picks a few which he thinks the children may not already know, enters them on the Curriculum Outline.

SIGHT WORDS. Although the reader has a few words for the story listed as "New Glossary Words" they are really designed to give the children practice with looking up words and sounding them out from the dictionary. If he taught these words as sight words, he would be robbing the children of the real meaning behind looking up words, so he waits to handle these words during Reading Lessons when the children will look them up. Since there are no other sight words, the teacher simply enters "None" in that section of the Curriculum Outline.

OTHER READING SKILLS. The teacher's Guide lists some Common Endings as Linguistic Elements to be studied with this section of the reader. Two of these, "tion" and "en", were covered in DAD Chapter IV and these children need no review with them. The other two, "ish" and "en" may need some work he thinks so he enters these in the Phonic Relationships section of the Curriculum Outline. He then checks the words that exemplify these endings on page 125 of the Guide and enters a few in the Phonic Decoding section of the Curriculum Outline. There is nothing else by way of decoding skills in this lesson that the children need, so the teacher enters "None" in the Other Reading Skills section of the Curriculum Outline.

ORAL READING. Since there is so little in this outline, the teacher feels the children should be spending most of their time with the readers themselves and very little time in Skills Lessons, so he decides not to five any Oral Reading in the Skills lesson. Now the teachers may spend about 10 to 15 minutes with the skills Lesson and go right on to the story in the reader for a day or two.

CURRICULUM OUTLINE

INTERMEDIATE

Content Sources
Phonics: III, 7+8
Basal: 2' pp 93-103

Group: E

Sound Blending	At this level, the children should not need the all encompassing Sound Blending drill you have been giving. Sound blending should, now, include some, but not all, of the words listed in the Phonic Decoding section of this outline. So, in conducting the Sound Blending drill, just pick out a few words from the Phonic Decoding list.

Phonic Relationships	At this level, the children should know all of the consonant sounds and all short vowels. Now you will be teaching phonic rules and relationships. Note the rules and relationships needed for the Phonic Decoding words: Con. Bl.: cl, cr, str, nd, nt, ft Digraphs: sh Ending: ly

Decoding & Word Meaning	clip	stress	swish	trend	cleft
	crisply	strive	slash	flint	shaft
	crest	strum	brand	bluntly	shift

Sight Words & Word Meaning	bean	harp	giant	hungry	
	② angry	② sharp	castle	① quickly	
	threw	reared	Englishman		
	throw	ax			

Other Reading Skills	① opposites ② synonyms + antonyms (see page 185)

GROUP
John Sarah Miles Spache Kavanagh

ORAL READING & COMPREHENSION
The giant clipped the harp on the bean stalk and climbed quickly down after Jack. Jack hit the beanstalk with his blunt shaft The shaft did not cut, but the stress made the stalk crash to the ground. The giant reared through the castle when he heard Jack strum on the harp.

CURRICULUM OUTLINE

ADVANCED

Content Sources
Phonics: DAD, V, 3-5
Basal: 3-2, p 126-137

Group: IV

Sound Blending	At this level, the children should probably be very strong in the Sound Blending skill and will need no drilling in Sound Blending.

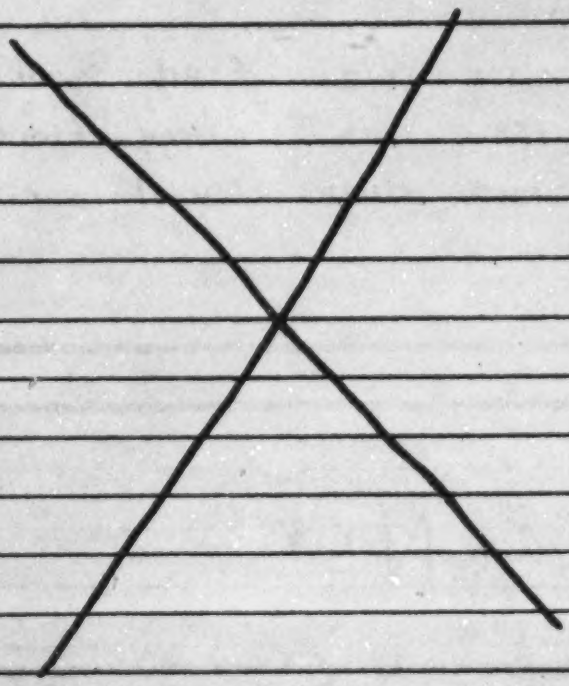
Phonic Relation-ships	ei = /ē/ + ei = /ā/ eu = /yü/ ish, ize

Decoding & Word Meaning	ceiling	vein	feud	squarish	specialize
	seize	rein	eulogy	finish	realize
	leisure	sleigh	feudal	punish	apologize

Sight Words & Word Meaning	None				

Other Reading Skills	None

GROUP
Sherril Duddley Moses June Mary

ORAL READING & COMPREHENSION


APPENDIX

A. Curriculum Outlines:
- Response Skills
- Beginning Reading I
- Beginning Reading II
- Beginning Phonics
- Starting Reading Programs
- Early Readers
- Intermediate
- Advanced

B. Integrated Skills Method Guidelines

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Form: ISM-CO-1

CURRICULUM OUTLINE

RESPONSE SKILLS

Group: _____

Sound Blending Category: _____	/__/ . . . /_____/ = /_____/ /__/ . . . /_____/ = /_____/ /__/ . . . /_____/ = /_____/ /__/ . . . /_____/ = /_____/ /__/ . . . /_____/ = /_____/

Picture Naming & Left-to-Right Skills	_____	_____
	_____	_____
	_____	_____

SOUND BLENDING:

a. Select a familiar category for sound blending enter your selection in the blank under Category.
Example: Most words in the category "Furniture" are familiar to most of the children.

b. Select five words from the category you have chosen and enter their initial consonant sounds and rhyming elements in the appropriate spaces.

Example: /ch/ . . . /air/ = /chair/

PICTURES:

Select five or six motivating, familiar, simple and <u>available</u> (in workbooks, magazines, etc.) pictures and enter their names in the spaces provided.

GROUP:

List names of children in the space provided on back of this form.

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GROUP

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Form: ISM-CO-2

CURRICULUM OUTLINE

BEGINNING READING: I

Group: _____

SOUND BLENDING	
Category: _____	/_ / . . . /_____/ = /_____/ /_ / . . . /_____/ = /_____/ /_ / . . . /_____/ = /_____/ /_ / . . . /_____/ = /_____/ /_ / . . . /_____/ = /_____/
Category: _____	/_ / . . . /_____/ = /_____/ /_ / . . . /_____/ = /_____/ /_ / . . . /_____/ = /_____/ /_ / . . . /_____/ = /_____/ /_ / . . . /_____/ = /_____/

	NOUNS	VERBS
Sight Words	_____ _____ _____	_____ _____

SOUND BLENDING: Select two new categories for Sound Blending and complete outline according to instructions given for Response Skills.

SIGHT WORDS: Select three nouns and two verbs that will combine with the children's names to make familiar, motivating and simple sentences. Example: Jane likes candy. Write a few of these sentences in the space provided on the back of this form.

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ORAL READING & COMPREHENSION

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Form: ISM-CO-3

CURRICULUM OUTLINE

BEGINNING READING: II

Group: _____

Sound Blending	Your children should now be performing the Sound Blending skill with three categories --a total of about 15 words. Now you should begin mixing these categories in the Sound Blending drill, and you can probably include most any words you like for Sound Blending.

	NOUNS	VERBS	ADJECTIVES	LITTLE WORDS
Sight Words	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

SIGHT WORDS: Before starting Beginning Reading II, your children should be good at reading the five words you selected in the Beginning Reading I Curriculum Outline--and they should be reading and comprehending sentences composed of these words. Now you will select five or six new words to teach. You may choose any type of words you like, including little words (e.g., "a" "is" "and") and adjectives--but no more than two little words. Make sure your choices compliment the Beginning Reading I words to make good sentences. Check you choices out by writing some sentences you might give your children on the back of this form.

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ORAL READING & COMPREHENSION

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Form: ISM-CO-4

CURRICULUM OUTLINE

BEGINNING PHONICS

Group: _____

Sound Blending	/__/ . . . /_____/ = /_____/ /__/ . . . /_____/ = /_____/

Phonic Sounds	INITIAL CONSONANTS	RHYMING ELEMENT
	___ ___	_____

Phonic Decoding	_____ _____

Sight Words	REVIEW	NEW
	_____ _____ _____ _____	_____ _____ _____ _____

PHONICS: Select and arrange content for phonics according to directions given in the ISM manual.

SIGHT WORDS: You may select a couple of new sight words to teach (four is probably too many unless your children are very good at learning sight words). Use three or four of the old sight words for review.

ORAL READING: Write a few sentences for use in oral reading, but be sure to give your children many more sentences than just the ones you write on this outline.

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GROUP

ORAL READING & COMPREHENSION

CURRICULUM OUTLINE

STARTING READING PROGRAMS

Content Sources
Phonics: _____
Basal: _____

Group: _____

Sound Blending	Include all of the words selected and entered in the Phonic Decoding section of this outline in Sound Blending drills. The children must be good at sound blending with these words <u>before</u> you start Phonic Decoding.

	REVIEW		NEW	
Phonic Sounds	_____	_____	_____	_____
	_____	_____	_____	_____

Phonic Decoding	_____	_____	_____	_____
	_____	_____	_____	_____

	REVIEW		NEW	
Sight Words	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

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This form is designed for use with the initial readers in your basal program (preprimers) and the beginning DAD levels (about 3 through 14). You, of course, should switch to the form for "Early Readers" (ISM-CO-6) whenever it suits your needs.

Note: If you are at all uncertain how to fill out this form, consult your teacher trainer (Program Assistant).

GROUP

ORAL READING & COMPREHENSION

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Form: ISM-CO-6

CURRICULUM OUTLINE

EARLY READERS

Content Sources
Phonics: _____
Basal: _____

Group: _____

Sound Blending	Include all words selected and entered in the Phonic Decoding section of this outline in the Sound Blending drill. Now, Sound Blending will begin with a three part break, pronouncing the vowel separately according to the following model: /m/ . . . /a/ . . . /n/ = /man/

	REVIEW		NEW	
Phonic Sounds	_____	_____	_____	_____
	_____	_____	_____	_____

Phonic Decoding	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

	REVIEW	NEW		
Sight Words	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

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Other Reading Skills	Enter any special skill that you intend to teach in conjunction with this outline that is not implied by the content of the outline itself:

GROUP

ORAL READING & COMPREHENSION

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CURRICULUM OUTLINE

INTERMEDIATE

Content Sources
Phonics: _____
Basal: _____

Group: _____

Sound Blending	At this level, the children should not need the all encompassing Sound Blending drill you have been giving. Sound blending should, now, include some, but not all, of the words listed in the Phonic Decoding section of this outline. So, in conducting the Sound Blending drill, just pick out a few words from the Phonic Decoding list.

Phonic Relationships	At this level, the children should know all of the consonant sounds and all short vowels. Now you will be teaching phonic rules and relationships. Note the rules and relationships needed for the Phonic Decoding words:

Decoding & Word Meaning	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

Sight Words & Word Meaning	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

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Other Reading Skills	

GROUP

ORAL READING & COMPREHENSION

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CURRICULUM OUTLINE

ADVANCED

Content Sources
Phonics: _____
Basal: _____

Group: _____

Sound Blending	At this level, the children should probably be very strong in the Sound Blending skill and will need no drilling in Sound Blending.

Phonic Relation-ships	

Decoding & Word Meaning	_____ _____

Sight Words & Word Meaning	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

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Other Reading Skills	

GROUP

ORAL READING & COMPREHENSION

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Interdependent Learning Model

Integrated Skills Method Guidelines

The following guidelines are intended primarily as a teacher training device for use in ILM projects. However, the guidelines are also a valuable self-monitoring tool for use by teachers who have adopted the ISM approach to reading instruction. The guidelines are divided into three sections:

Section I: Organization of Reading Program and Material

Section II: Skills Lesson Observation

Section III: Applied Reading and Small Group Management

Use of Guidelines as a Training Device

Trainers should complete training for each section before moving to the next. The training process includes the following four steps for each section:

Step 1: Introduce the section. Explain each item carefully and how it should be implemented.

Step 2: Conduct a classroom observation. Rate the teaching team on their implementation of each item.

Y (Yes). The teaching team is implementing the item satisfactorily.

NI (Needs Improvement). The team is implementing the item but in a less than satisfactory manner.

N (NO). The team is not implementing the item.

(Use a carbon to make an extra copy of the completed checklist that you can leave with the teaching team.)

Step 3: Hold a conference with the teaching team. Thoroughly review all the "N" and "NI" items, making certain that the teachers understand the criteria for a "Y" rating and what they need to do to meet these criteria. Develop a short-term plan (no more than 2 weeks) for helping the team achieve satisfactory implementation. Enter the plan and recommendations in the appropriate space on the form and include a date on which a follow-up observation will take place.

Step 4: Conduct a follow-up observation. Repeat step 2. If the team is satisfactorily implementing all the items in the section, move on to the next component. If the team is not satisfactorily implementing all the items, repeat steps 3 and 4.

Use of Guidelines as a Self-Monitoring Tool

The ISM guidelines are a unified series of questions which, together, help focus a teacher's attention on the elements necessary for the successful organization of reading lessons (their content and materials) and the sensitive handling of children when using the ISM. Teachers who use the guidelines to monitor their performance should review the items regularly to judge whether they are able consistently to assemble and organize appropriate, interesting content; maintain a high level of equitable, enthusiastic participation; and provide skillful direction and positive realistic reinforcement for their students. As long as there are questions which are answered "No" or "Needs Improvement," a teacher should continue to refer to the guidelines as a check on performance until a high level of implementation has been achieved.

Interdependent Learning Model

Integrated Skills Method Guidelines

Section I: Organization of Reading Program and Materials

TEACHING TEAM:_____

OBSERVER:_____

	DATE	DATE	DATE
A. ORGANIZATION OF LESSON MATERIALS			
1. All children in the class are represented on the Curriculum Outline forms.			
2. The placements specified on all ISM Curriculum Outlines correspond with those given in the Reading Progress Report.			
3. Appropriate DAD content is entered on the Curriculum Outlines.			
4. Appropriate Basal content is entered on the Curriculum Outlines.			
5. Phonic (DAD-related) words from the Basal reader are treated appropriately in the decoding steps (1-3) of the Curriculum Outlines.			
6. The Curriculum Outlines include motivating content from sources other than DAD and the Basal reader.			
7. The Curriculum Outlines include appropriate "other skills" specified in Basal reader teacher's manual.			
8. The Curriculum Outlines include at least three sentences for oral reading using appropriate words from lesson steps 3 and 4.			
9. Lesson materials are neatly organized into sections for each Curriculum Outline.			
10. The lesson materials are neatly organized into sections for phonic sounds, decoding, sight-words, and oral reading.			

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I. Organization of Reading Program and Materials (cont'd)

	DATE	DATE	DATE
11. The content in the lesson decks corresponds to that specified on Curriculum Outline forms.			
12. Daily records are kept of each child's placement and progress.			
B. READING SKILLS REINFORCEMENT			
1. Library books are available for the children's use and appropriate for their levels and and interests.			
2. Children are regularly given opportunities to select and read the library books.			
3. A system exists to record progress in reading library books.			
4. The teaching team regularly reads to the children.			
5. Appropriate Transactional Instructional Games are available for use to reinforce reading skills.			
6. Other observable techniques are used to reinforce reading skills throughout the school day.			

PLANS AND RECOMMENDATIONS:

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Integrated Skills Method Guidelines

Section II: Skills Lesson Observation

TEACHING TEAM:_____

OBSERVER:_____

	DATE	DATE	DATE
A. SOUND BLENDING DRILL			
1. Content is appropriate to the children's skill level.			
2. Each child is given an opportunity to respond with appropriate frequency.			
3. The length of time spent on sound blending is appropriate.			
4. Appropriate teaching techniques are used.			
B. PHONIC SOUNDS DRILL			
1. Content is appropriate to the children's skill level.			
2. Each child is given an opportunity to respond with appropriate frequency.			
3. New content is introduced appropriately.			
4. The length of time spent on the phonic sounds drill is appropriate.			
C. PHONIC DECODING PROCESS			
1. Content is appropriate to the children's skill level.			
2. Instruction in the decoding process is appropriate to the children's needs.			
3. The teacher maintains the attention of the entire group while each child responds.			

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II. Skills Lesson Observation (cont'd)

	DATE	DATE	DATE
C. PHONIC DECODING PROCESS (cont'd)			
4. Every child is given at least two opportunities to respond.			
D. SIGHT-WORD DRILL			
1. Content is appropriate to the children's ability.			
2. New content is introduced appropriately.			
3. Each child is given an opportunity to respond with appropriate frequency.			
4. The length of time spent on the sight-word drill is appropriate.			
E. ORAL READING PRACTICE			
1. Some prepared sentences are used.			
2. The sentences integrate the new content (phonic and sight words) presented in the previous lesson steps.			
3. The sentences used are motivating to the children.			
4. The children help develop some sentences for oral reading.			
5. Simple Recall and Interpretive Comprehension questions are asked.			
6. The teacher maintains the interest of the entire group during each child's response.			
7. Each child has an opportunity to orally read at least one sentence.			
8. Appropriate feedback is provided to assist children in applying phonic decoding skills during oral reading.			

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II. Skills Lesson Observation (cont'd)

PLANS AND RECOMMENDATIONS:

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Integrated Skills Method Guidelines

Section III: Applied Reading and Small Group Management

TEACHING TEAM: _____

OBSERVER: _____

	DATE	DATE	DATE
A. GENERAL OBSERVATION			
1. Children are already familiar with the vocabulary and concepts contained in the reading materials used for applied reading.			
2. At least one technique is used to motivate the children and interest them in the story (e.g., personal anecdote, group discussion, picture).			
3. The teacher encourages the children to relate what is being read to their own experiences.			
4. Some comprehension questions require interpretation.			
5. Some comprehension questions require critical analysis.			
B. SILENT READING			
1. Some of the time, goals are stated before the children are asked to read a selection silently.			
2. Stated goals relate to specific comprehension skills most of the time.			
3. Some of the time, the children participate in setting the goals for silent reading.			
4. Every child answers at least one question after silent reading.			
C. ORAL READING			
1. Purposes are set for oral reading.			

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III. Applied Reading and Small Group Management (cont'd)

	DATE	DATE	DATE
C. ORAL READING (cont'd)			
2. Children read the passages with appropriate expression and/or assistance is provided.			
3. Every child is called upon to read at least once during the oral reading activity.			
D. SMALL GROUP MANAGEMENT			
1. Children are seated so that they can see the materials and hear the teacher.			
2. Teaching materials are organized and ready for for use.			
3. The teacher gets and maintains the attention of every child before beginning and throughout the lesson.			
4. Grouping seems appropriate to the children's level of achievement.			
5. The teacher alternates between group and individual tasks.			
6. The lesson presentation is paced well; transitions between activities are smooth.			
7. The teacher reacts with enthusiasm to the children's performance. He or she demonstrates he/she is pleased with the children's accomplishments.			
8. Inattentive or disruptive behavior is handled appropriately.			
9. Approximately 30 minutes is spent on direct reading instruction for each group.			

PLANS AND RECOMMENDATIONS:

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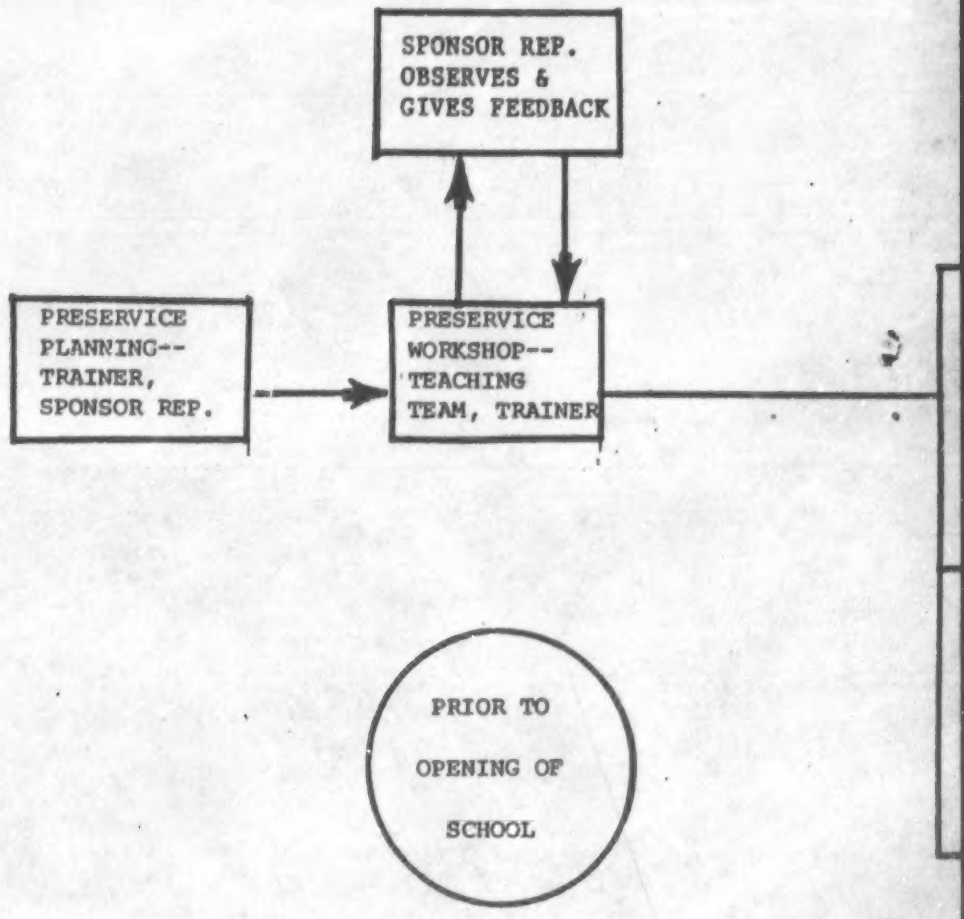
DESIGN FOR

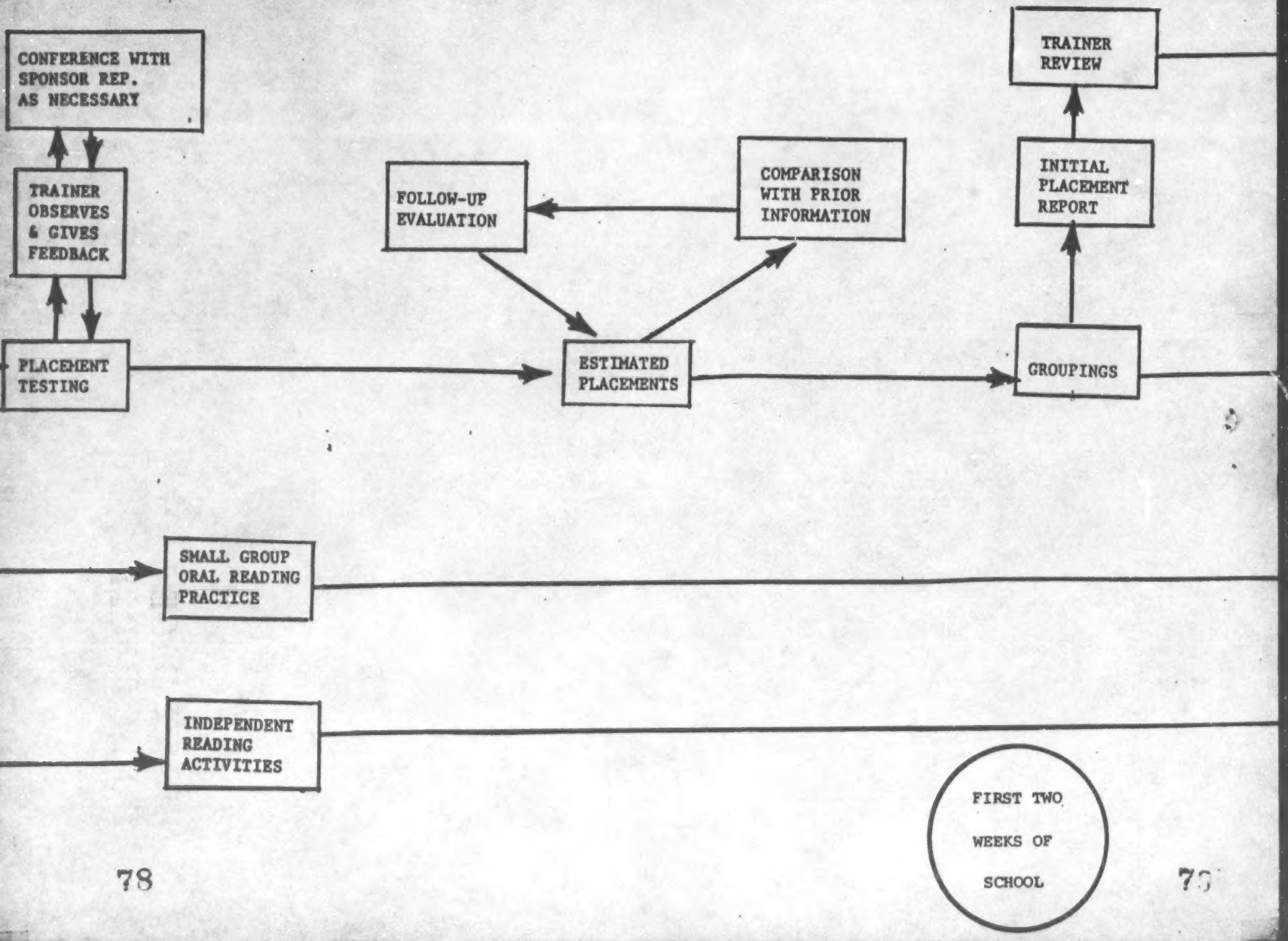
READING PROGRAM ACTIVITIES

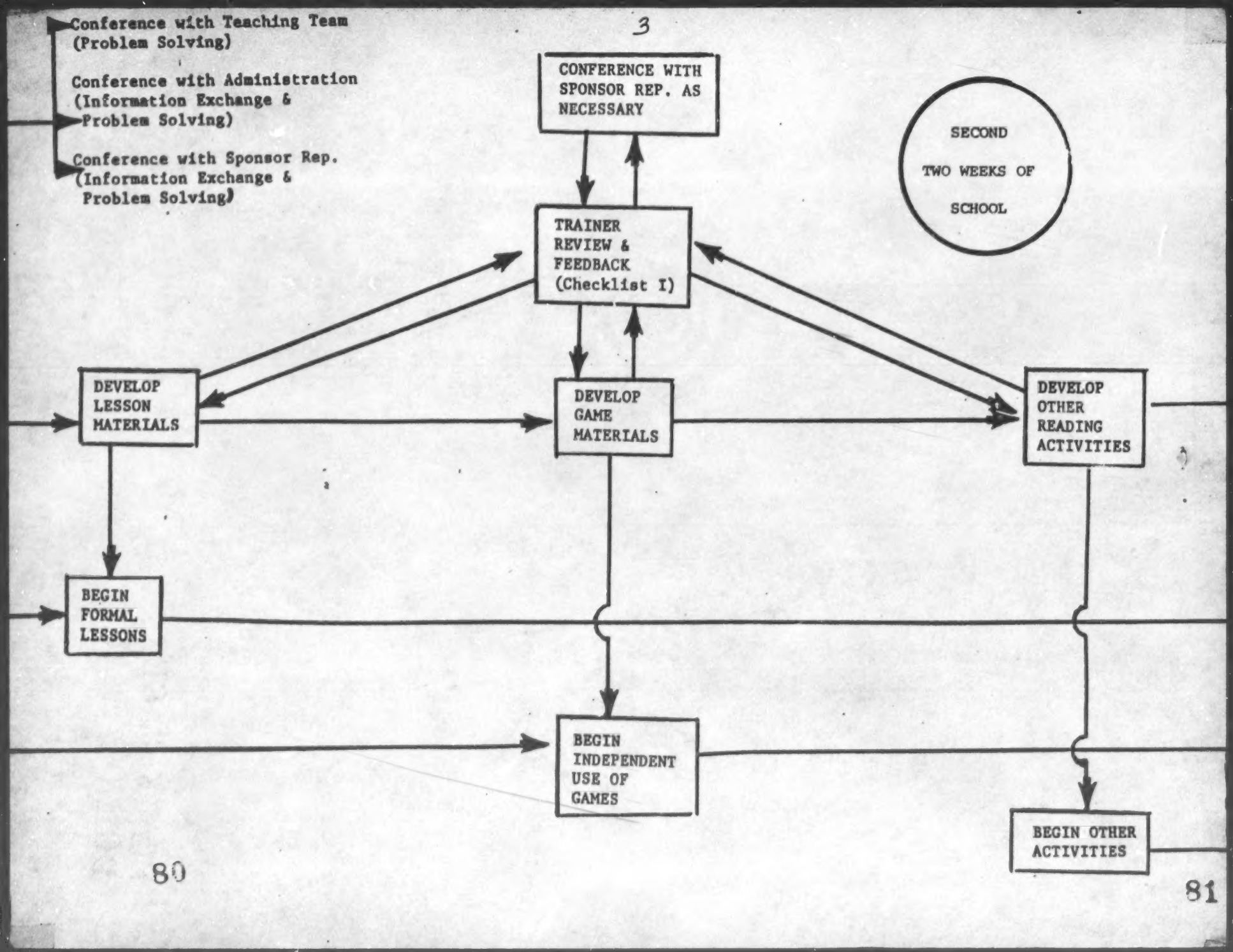
Interdependent Learning Model

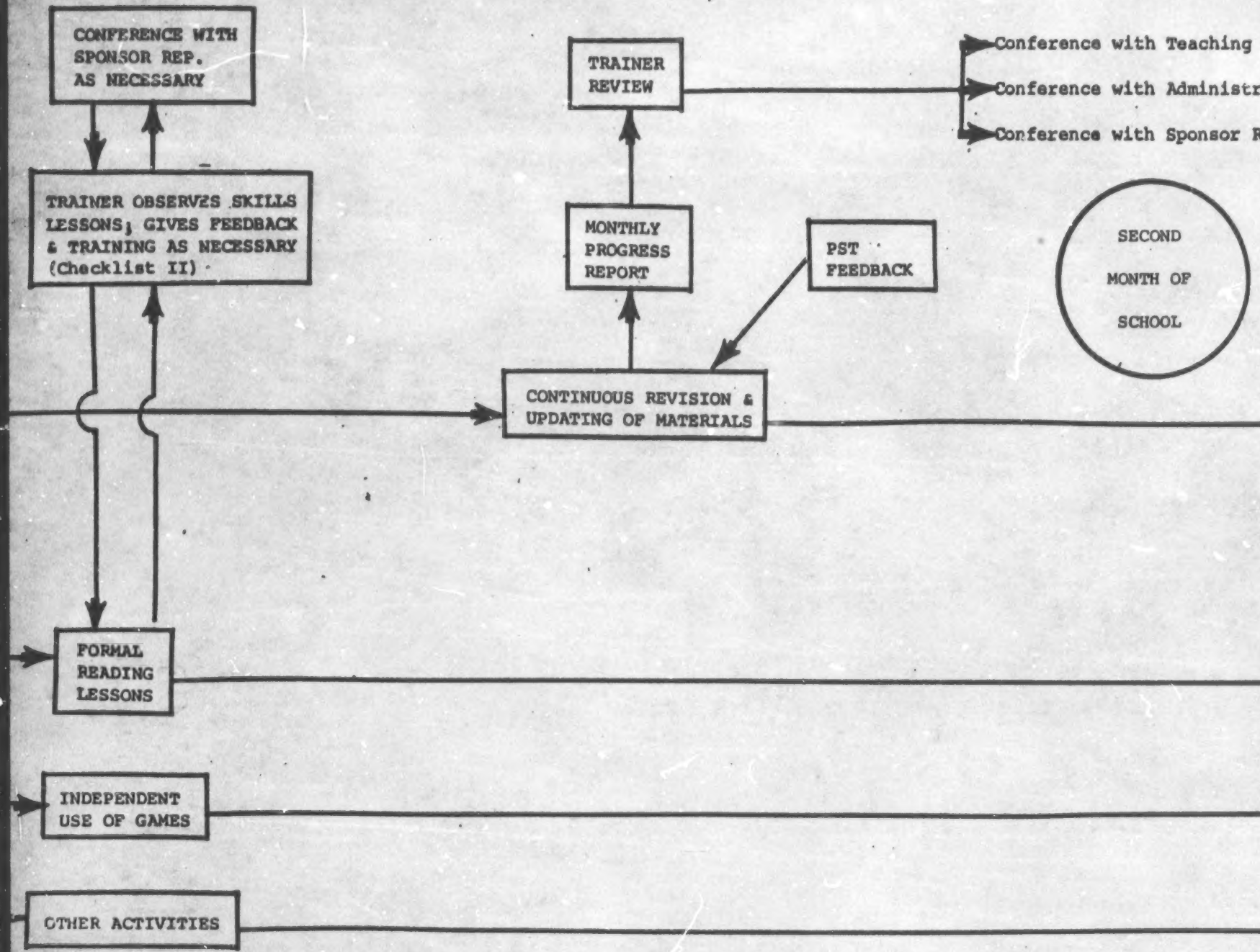
Follow Through Program

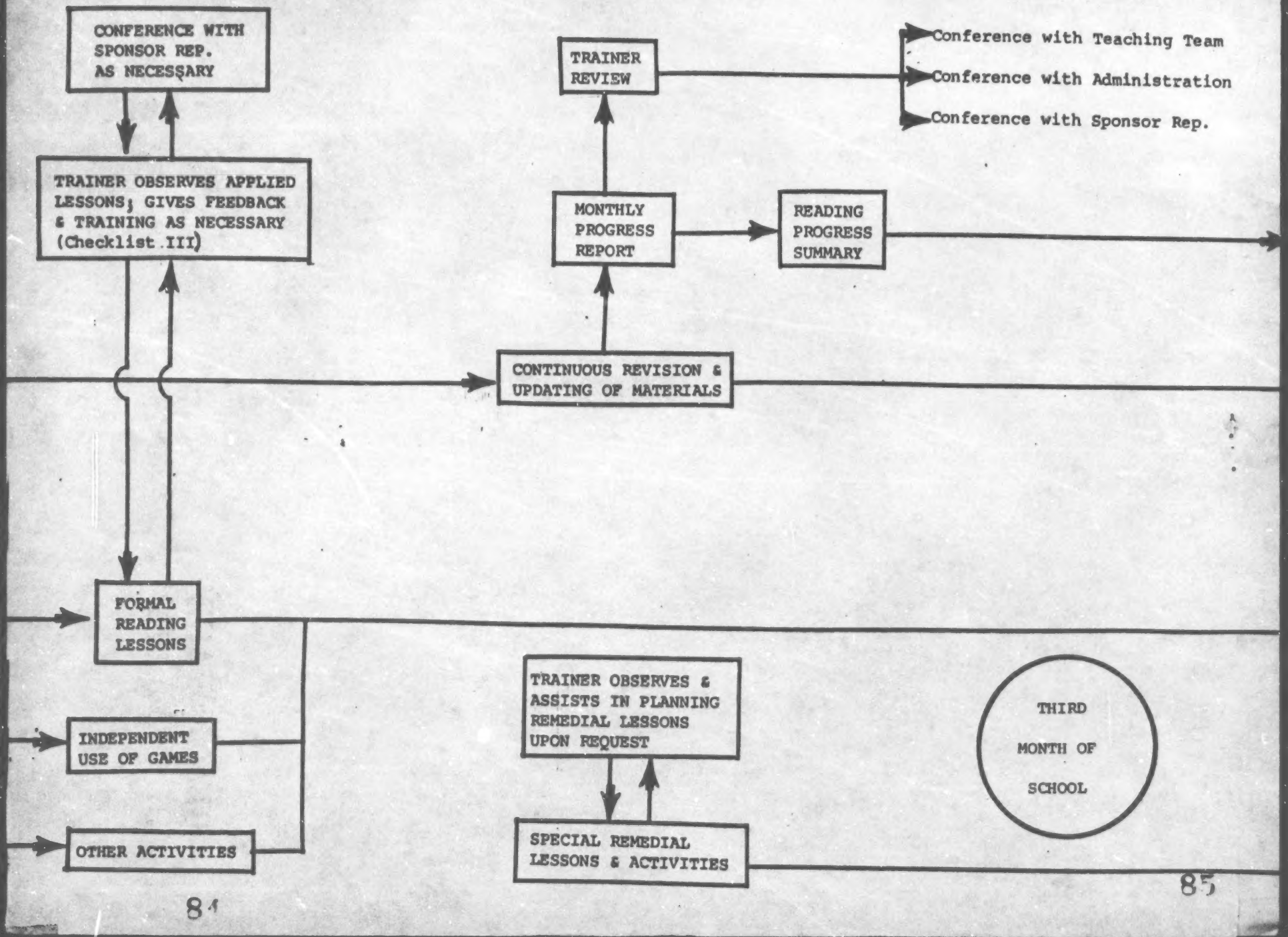
Fordham University School of Education

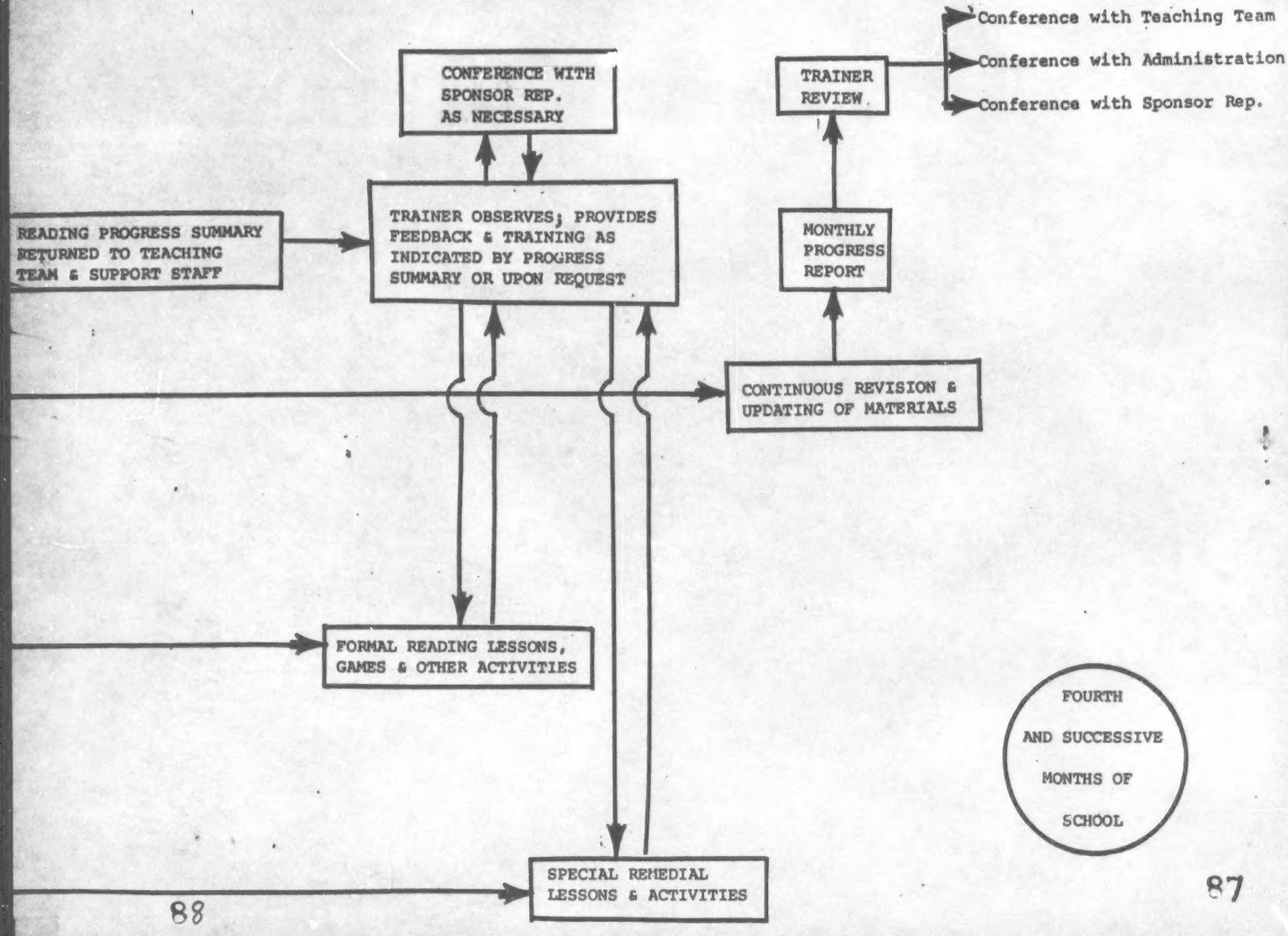

SPONSOR REP. OBSERVES & GIVES FEEDBACK
PRESERVICE PLANNING-- TRAINER, SPONSOR REP.
PRESERVICE WORKSHOP-- TEACHING TEAM, TRAINER
PRIOR TO OPENING OF SCHOOL


CONFERENCE WITH SPONSOR REP. AS NECESSARY
TRAINER OBSERVES & GIVES FEEDBACK
PLACEMENT TESTING
FOLLOW-UP EVALUATION
COMPARISON WITH PRIOR INFORMATION
ESTIMATED PLACEMENTS
TRAINER REVIEW
INITIAL PLACEMENT REPORT
GROUPINGS
SMALL GROUP ORAL READING PRACTICE
INDEPENDENT READING ACTIVITIES
FIRST TWO WEEKS OF SCHOOL


Conference with Teaching Team
(Problem Solving)
Conference with Administration
(Information Exchange &
Problem Solving)
Conference with Sponsor Rep.
(Information Exchange &
Problem Solving)
CONFERENCE WITH SPONSOR REP. AS NECESSARY
SECOND TWO WEEKS OF SCHOOL
TRAINER REVIEW & FEEDBACK (Checklist I)
DEVELOP LESSON MATERIALS
DEVELOP GAME MATERIALS
DEVELOP OTHER READING ACTIVITIES
BEGIN FORMAL LESSONS
BEGIN INDEPENDENT USE OF GAMES
BEGIN OTHER ACTIVITIES


CONFERENCE WITH SPONSOR REP. AS NECESSARY
TRAINER OBSERVES SKILLS LESSONS; GIVES FEEDBACK & TRAINING AS NECESSARY (Checklist II)
TRAINER REVIEW
Conference with Teaching Team
Conference with Administration
Conference with Sponsor Rep.
MONTHLY PROGRESS REPORT
PST FEEDBACK
SECOND MONTH OF SCHOOL
CONTINUOUS REVISION & UPDATING OF MATERIALS
FORMAL READING LESSONS
INDEPENDENT USE OF GAMES
OTHER ACTIVITIES


CONFERENCE WITH SPONSOR REP. AS NECESSARY
TRAINER OBSERVES APPLIED LESSONS; GIVES FEEDBACK & TRAINING AS NECESSARY (Checklist III)
TRAINER REVIEW
Conference with Teaching Team
Conference with Administration
Conference with Sponsor Rep.
MONTHLY PROGRESS REPORT
READING PROGRESS SUMMARY
CONTINUOUS REVISION & UPDATING OF MATERIALS
FORMAL READING LESSONS
INDEPENDENT USE OF GAMES
OTHER ACTIVITIES
TRAINER OBSERVES & ASSISTS IN PLANNING REMEDIAL LESSONS UPON REQUEST
SPECIAL REMEDIAL LESSONS & ACTIVITIES
THIRD MONTH OF SCHOOL


Conference with Teaching Team
Conference with Administration
Conference with Sponsor Rep.
TRAINER REVIEW
CONFERENCE WITH SPONSOR REP. AS NECESSARY
READING PROGRESS SUMMARY RETURNED TO TEACHING TEAM & SUPPORT STAFF
TRAINER OBSERVES; PROVIDES FEEDBACK & TRAINING AS INDICATED BY PROGRESS SUMMARY OR UPON REQUEST
MONTHLY PROGRESS REPORT
CONTINUOUS REVISION & UPDATING OF MATERIALS
FORMAL READING LESSONS, GAMES & OTHER ACTIVITIES
SPECIAL REMEDIAL LESSONS & ACTIVITIES
FOURTH AND SUCCESSIVE MONTHS OF SCHOOL